

PLANNING FOR LEARNING

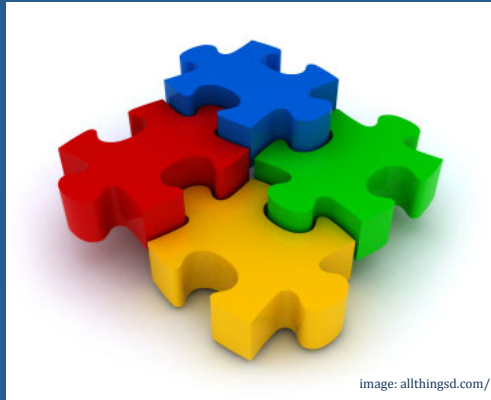


image: allthingsd.com/

Hunyuan 2015

Laura Terrill

lterrillhuayuan.wikispaces.com

Laura Terrill

email: lterrill@gmail.com
 pinterest: lterrillindy
 wiki: lauraterrill.wikispaces.com

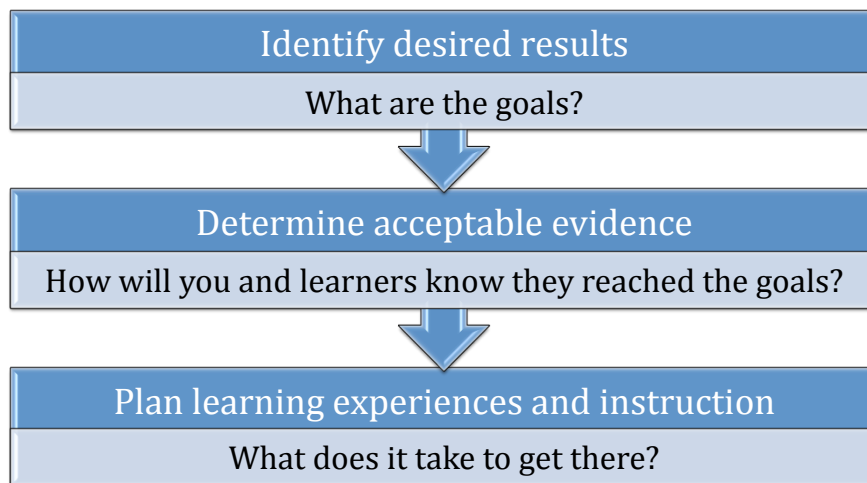
Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

May 2015

Presentation Slides	Day 1 Planning for Learning.pptx.pdf Details Download 10 MB
STARTALK Lesson Plan Blank Template	2015 STARTALK Lesson_Plan_Template... Details Download 46 KB
Annotated Lesson Plan	Annotated 2015 Lesson Plan Template.d... Details Download 61 KB
AdvanceLearning At-a-glance Learner Center	AdvanceLearning_LearningTargets_Info...

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Backward Design



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STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO	KNOW
<ul style="list-style-type: none"> What will students be able to do at the end of this lesson that they couldn't do when it started? This should be a real-life learning target stated in student-friendly language <p><i>"You will be able to introduce a person to your class."</i></p>	<p>What vocabulary, structures and culture do students need in order to meet the learning target?</p>

Laura Terrill

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO	KNOW
<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Recognize colors 2. Connect colors to simple events 	<p>Learners need to know:</p> <ol style="list-style-type: none"> 1. Black, white, pink, blue, green, gray, what color is the man, the man is 2. Life events

Laura Terrill

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

At the end of the lesson,
how will you know that
each student has met or
made progress toward the
learning target?

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STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

At the end of the lesson, how will you know that each student has met or made progress toward the learning target?

- Demonstrate understanding of color words by showing color.
- Act out life event and state color.

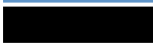
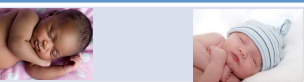
















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blanc

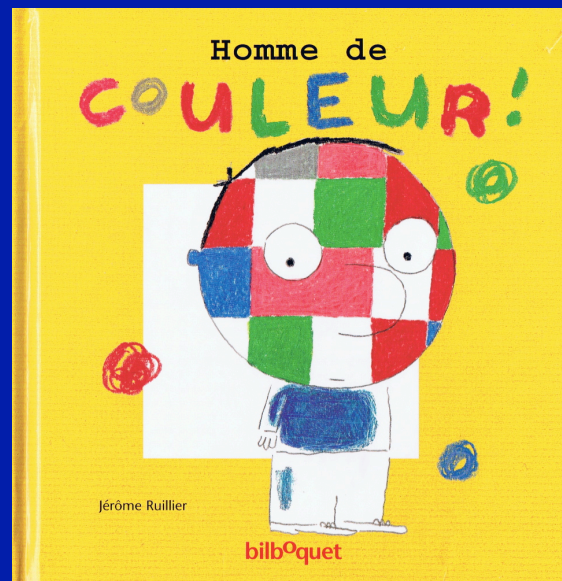


noir



l'homme	couleur	action	image
	noir	bébé	
	rose	bébé	
	noir	grandi	
	blanc	grandi	
	noir	au soleil	
	rouge	au soleil	
	noir	froid	
	bleu	froid	
	noir	peur	
	vert	peur	
	noir	mort	
	gris	mort	

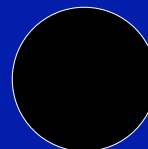
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est né.



est

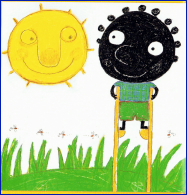





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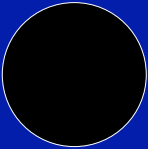



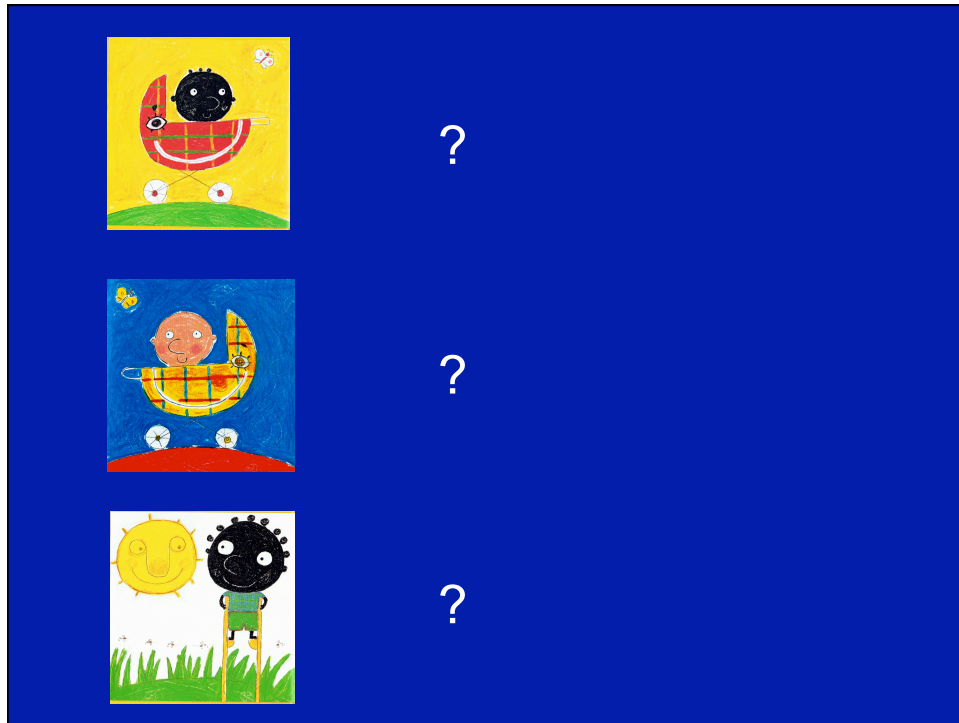
Le bébé
ou
L'enfant

a

est





Using the target language and providing comprehensible input



May I speak English?

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The lesson provides students with an authentic purpose for using words and phrases.

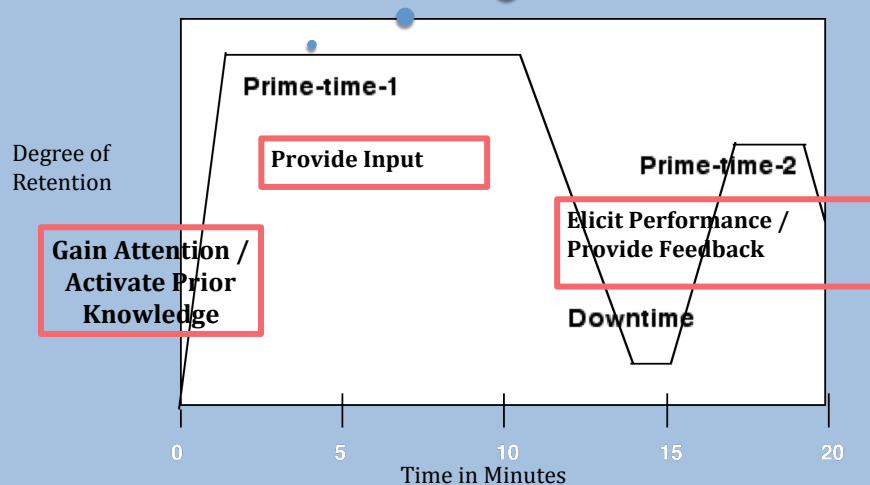


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Primacy-Recency

We learn best what we learn first and last.

What is the most important thing in the lesson? Do it first.



Adapted from Sousa

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The lesson engages all students (as opposed to just one or two students at a time).



Comprehension checks



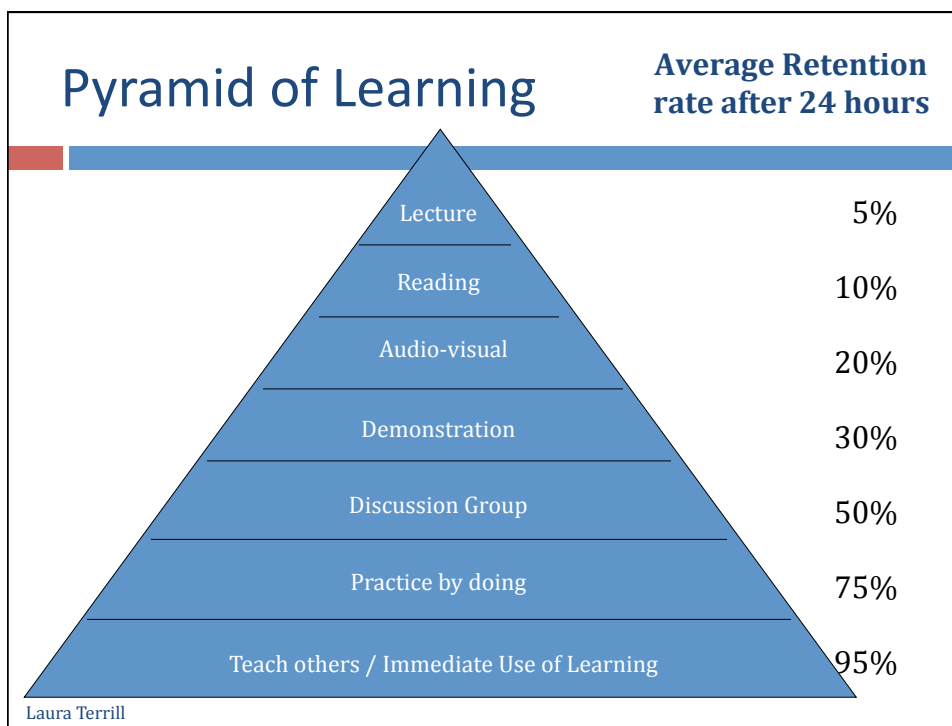
Engagement strategies

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The lesson varies in the level of intensity and the amount of physical movement.



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Thinking Like an Activity Designer

- ☐ What would be interesting and engaging activities on this topic?
- ☐ What resources and materials are available on this topic?
- ☐ What will students be doing in and outside of class?
- ☐ Did the activities work? Why or why not?

Adapted from: Understanding by Design – Wiggins & McTighe

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Thinking Like an Assessor



What were learners able to do as a result of the lesson that they couldn't do at the start of the lesson?

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Thinking Like an Assessor

- ❑ What is the learning target?
- ❑ What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?
- ❑ At the end of the lesson, how will you know that each student has met or made progress toward the learning target?
- ❑ What were learners able to do as a result of the lesson that they couldn't do at the start of the lesson?

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The lesson gives students a reason for needing to/wanting to pay attention and be on task.



La tortue de mer nage dans l'océan.

Laura Terrill

- Opening activity as a 'hook'
- Interesting to the learner
- 'Can-do' disposition

Lesson Learning Target

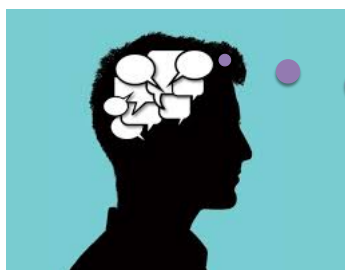
Function(s): **state** likes and dislikes with regard to sea creatures



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Lesson Learning Target

Function(s): **state** likes and dislikes
with regard to sea creatures



Hear the
conversation you
want students to
have.

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Ask and answer questions about likes and dislikes of sea creatures

- ☐ Do you like (names of sea creatures)?
- ☐ I like, don't like....
- ☐ What animal do you prefer? I prefer....
- ☐ Have you ever seen a (sea creature) before?
- ☐ Yes, in the ocean.
- ☐ No, I haven't seen a (sea creature).



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La tortue verte



What words and phrases do you know that would help you talk about this video?

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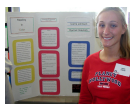
Getting the most out of an anchor text/activity



- How can you best use this text/activity to develop the **interpretive** mode?



- What **interpersonal** conversation would students be likely to have on this topic?



- What might students do in the **presentational** mode as a way of making learning more concrete?

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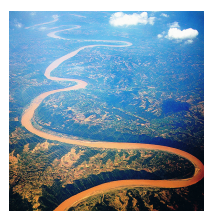
Où tu habites, la tortue de mer?



J'habite.....



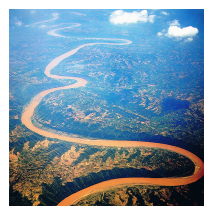
l'océan



le fleuve Jaune

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Où tu habites, la tortue de mer?



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Qu'est-ce que tu fais, la tortue de mer?



Je....



nage dans l'océan.



marche sur la plage.

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Qu'est-ce que tu fais, la tortue de mer?



Laura Terrill

Qu'est-ce que tu manges, la tortue de mer?



Je mange....



des plantes.



des méduses.



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Qu'est-ce que tu manges, la tortue de mer?



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Tu es grande ou petite, la tortue de mer?



Je suis.....



grande.



petite.

Laura Terrill

Tu es grande ou petite, la tortue de mer?



Laura Terrill

Qu'est-ce que tu préfères, la tortue de mer?



Je préfère.....
Je déteste.....



l'eau propre.



les sacs plastiques.

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Qu'est-ce que tu préfères, la tortue de mer?



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Check for Learning

Stage 1: Learning Target	State 1-2 simple facts about a sea turtle.
Stage 2: Check for Learning/Assessment	Students will work individually and then in pairs to connect and say sentences about sea turtles.

Gouin Series

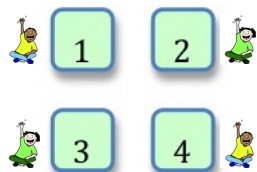


I am a sea turtle.
 I am big.
 I live in the sea.
 I walk on the beach.
 I swim in the sea.
 I eat plants.
 I eat jellyfish.
 I hate plastic bags.
 I prefer clean water, please.

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<https://wlteacher.wordpress.com/2012/02/10/using-the-gouin-series-is-the-foreign-language-classroom/>

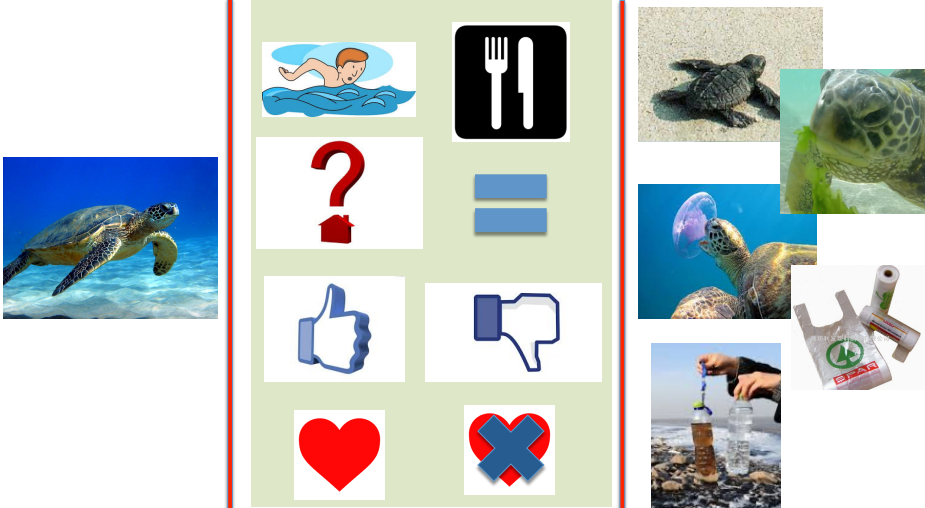
Numbered Heads Together



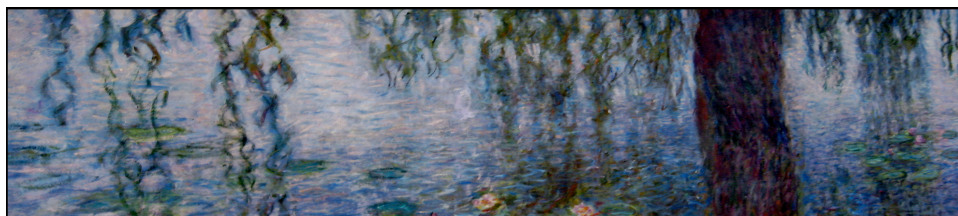
Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

Laura Terrill

Rebus Sentences



Laura Terrill



Laura Terrill
 World Language / ELL Consultant
 email: lterrill@gmail.com
 wiki: lauraterrill.wikispaces.com
 wiki: lterrillhuayuan.wikispaces.com

The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Laura Terrill